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REPORT CARDS

FOR

KINDERGARTEN AND ELEMENTARY GRADES

By ROWNA HANSEN

Junior Specialist in Kindergarten-Primary Education, Office of Education

LEAFLET No. 41

U. S. DEPARTMENT OF THE INTERIOR, RAY LYMAN WILBUR, *Secretary*
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REPORT CARDS USED AS ILLUSTRATIONS

No. 1. Grade report card of Bakersfield, Calif., with subject matter listed.

No. 2. Grade report card of Bakersfield, Calif., with space provided for the insertion of subjects in which exceptional work is done.

No. 3. Habit report for kindergartens in Belleville, Ill.

No. 4. Kindergarten report card of West Orange, N. J., showing adaptation to early age levels.

No. 5. Primary report card of West Orange, N. J., showing adaptation to intermediate age levels.

No. 6. Elementary grade report of West Orange, N. J., showing adaptation to later age levels.

No. 7. Primary report card of Bandon, Oreg., indicating unique method of rating.

No. 8. Grade report card of Patterson, La., including a record of standard achievement tests.

No. 9. Grade report card of Bridgewater, S. Dak., relating individual achievement to grade progress.

No. 10. Grade report card of Etowah, Tenn., providing for a graphing of individual achievement.

No. 11. Grade report card of Manhattan, Kans., reporting home activities.

No. 12. General elementary card of Ilion, N. Y., including a health record.

No. 13. Kindergarten card of Louisville, Ky., stating goals and making some provision for the insertion of remarks.

No. 14. Intermediate grade card of El Paso, Tex., defining citizenship qualities.

No. 15. Kindergarten-primary cards of Terre Haute, Ind., providing space for the recording of growth in good citizenship as well as scholarship.

Pupil..... ..
Last Name *First Name*

PROGRESS IN HABITS, ATTITUDES AND CHARACTERISTICS

OBJECTIVES	First 6 Weeks	Second 6 Weeks	Third 6 Weeks
I. As an Individual—Personal			
1. Has good health habits	....	....	....
2. Obeys promptly and cheerfully	....	....	....
3. Does the right thing, whether told or not	....	....	....
4. Is careful of property	....	....	....
5. Takes pride in his work	....	....	....
6. Calls for help when necessary	....	....	....
7. Offers helpful suggestions	....	....	....
8. Completes what he begins	....	....	....
9. Has critical attitude toward his work	....	....	....
II. As a Member of the Group—Social			
1. Cooperates with the group in work and play	....	....	....
2. Has self control	....	....	....
3. Shows proper consideration for the rights of others	....	....	....
4. Does his part in keeping the school attractive	....	....	....
5. Claims only his share of attention	....	....	....
6. Is courteous to others	....	....	....

SPECIAL INTERESTS AND ABILITIES

This pupil has shown a special interest in.....

This pupil has shown a special ability for.....

The pupil is not marked on an objective unless he is exceptional one way or the other. If he excels, the objective is marked (1). If he is in much need of improvement, the objective is marked (3).

PAGE OF REPORT CARD USED IN SCHENECTADY, N. Y.

REPORT CARDS FOR KINDERGARTEN AND ELEMENTARY GRADES

INTRODUCTION

The report card is the most commonly used means of informing parents of their children's standing and progress in school work. It is accepted as an administrative device to serve the double purpose of informing the home of pupil achievement and of acting as a record for both the home and the school. Therefore, a study of current practices in the use of report cards is of interest both to homes and schools.

Need for parent cooperation.—Parent cooperation is needed to attain the school's goal of providing for individual child growth and development. The theory and practice of guiding the child's 24-hour day must be consistent if desired results in habit formation and in the acquisition of learning are to be obtained. One means of helping to gain such cooperation is through the report card—the record of school progress sent to the home. Receiving these cards each month has come to be a matter of expected routine with the majority of parents, but many parents have little appreciation of the details of learning or of the actual experiences provided by the schools. Furthermore, little information regarding changing educational practices taking place in the school programs is being systematically given to parents of children in the elementary grades. With the current widespread interest in parent education and the enthusiasm of parents for child study programs, it would seem reasonable to expect the school to use these interests to present innovations in school procedures for which parent cooperation is needed. One of these innovations might be the construction of a new report card and experimentation with its use. Such a report card could become a cooperative home and school record of each child's development.

Report cards and changing curricula.—The contents of such a card could express the objectives of the school program and the rating tell how satisfactorily the child is progressing in the learnings offered by the school. Not only could the report card inform the parent of pupil progress but it could tell something of the attitudes and behaviors of the children and of the type of school program. The major emphases in the programs being accepted by the schools have been expanding during recent years from subject matter learnings to include pupil behaviors, interests, and provision for individual abilities. Recently constructed curricula treat subject matter as a tool and the child himself as the center of concern. While standards of educational achievements have been changing, as reflected in recently constructed curricula and in teaching method, the report card seems to have retained the more traditional idea of education. This traditional procedure is shown by the marking of subjects separately and by regarding a child's behaviors as a unit and of evaluating them under one term

such as "conduct" or "deportment" rather than regarding specific instances of individual behavior in relation to specific situations.

Desirable uniformity and differences.—A certain amount of uniformity of the cards within a single school system is desirable for such administrative purposes as transfer of pupils from one school to another. It is not to be expected that there would be rigid uniformity between school systems throughout the country. The report card should reflect the best accepted teaching practice in each school system. Each of these systems maintains its individual standards for the achievements to be rated and places its own interpretations upon the relative importance of the subjects to be taught. Problems resulting from the children's backgrounds due to nationality, congested or scattered populations, and even from economic conditions influence the relative importance to be placed upon rating for different phases of the school program. The major need of children in one community might be facility in the use of English while the needs in other communities might be industrial or agricultural training. If the report card, then, is to be consistent with the school program, it is not to be expected that one school system can satisfactorily adopt a card developed in another school system having a different type of program. Many school systems purchase report-card forms from commercial supply houses.

Ways of rating pupil achievement.—The many possible ways of measuring and rating factors of pupil achievement and social behaviors include informal checks, standardized tests, examinations, and teacher judgment of class participation. These are used in attempting to relate individual achievement to individual ability, to class progress, and to standard achievement norms, and, in a large measure, they determine promotion from grade to grade.

PLAN FOR STUDYING REPORT CARDS

Purpose of the study.—Feeling the need for giving parents more information about pupil achievement in relation to the modern school program, many school administrators are now at work revising report cards. That a few facts which might be serviceable to those constructing new cards might be determined concerning the cards now in use, this study of 628 report cards in use in 515 city school systems has been made. The cities contributing cards for this study are representative of all population sizes throughout the country.

Number of cards.—There seems to be no uniform practice as to the number of report cards used within the elementary grades by the 515 city school systems. Four hundred and nineteen cities issue but one card for the whole group of grades (these are referred to as general elementary cards in this study), 96 cities issue 2 or 3 cards for groups of grades within this unit of the school system. Of the 628 report cards received, 419 are designed for use in all the elementary grades, 49 for the kindergarten, 16 for the kindergarten-primary grades, 100 for the primary grades, and 44 for the upper elementary grades.

Selecting a sampling for analysis.—Inspection of the 628 cards showed enough similarity between the cards used within each grade group to justify the use of a sampling for detailed analysis. A sampling of 20 per cent of all cards submitted was then selected. This selection included equal samplings from the cards

used for each group of grades and equal representation of the cities in the different population groups.

What the study includes.—The report cards have been analyzed for the achievements and behaviors rated, nomenclature used, methods of rating, frequency of issue, and the appeal for cooperation between the home and the school. Differences in the cards issued for lower and upper elementary grades have been noted. Special note has been made of evidence of the modern objectives emphasized in recently constructed curricula. These objectives have been summarized on page 20.

SUBJECT MATTER LISTED FOR RATING PUPIL ACHIEVEMENT

Factors studied.—In analyzing the subject matter listed for rating on the report cards, the following factors were considered: First, the frequency of occurrence of the various subjects; second, the difference between upper elementary and lower grade cards; third, the terms used; and fourth, the evidence of correlation of subject matter.

Subjects listed on general elementary cards.—All subjects found on 84 of the general elementary grade cards are listed in the order of frequency of their occurrence. This list is also representative of the subject matter rated on the intermediate and upper elementary cards. As will be indicated in greater detail later a variety of terms is used for the same subject. The first subject given in each group was the one most frequently used, i. e., the combination of terms "history and civics" was used more frequently than "United States history," "local State history," etc.

History and civics; United States history; local State history; history and civics; citizenship; civics; civil government; social studies; social science; current events; United States Constitution	[1] 120
Language; English; oral English; written English; oral language; composition; form of written composition; content of written composition; written language; grammar; literature; rhetoricals; expression; memory selections; language-writing-spelling	117
Reading; oral reading; silent reading; reading for thought; reading and literature; word study; phonics	90
Arithmetic; oral arithmetic; mental arithmetic; written arithmetic; arithmetic processes; reasoning in arithmetic; formal arithmetic; mathematics; number; algebra	85
Spelling; spelling in composition; spelling and orthography; orthography	81
Writing; handwriting; penmanship	80
Geography; physical geography	77
Drawing; art; fine and industrial art; industrial arts; handwork; picture study	75
Music; band; orchestra	72
Physiology; hygiene; science and hygiene; hygiene and health; sanitation	68
Domestic science; home economics; household arts; domestic arts; clothing; sewing; food; cooking	37
Manual training; manual arts; industrial; industrial work; handcraft; shop	37
Physical training; physical education; physical culture; gymnasium	29

[1] On the 84 cards included in this subject matter analysis, a number used more than one term on a single card. This accounts for the fact that the first four subjects show a numerical count of more than 84.

Nature study; general science; science; nature work; natural science	28
Agriculture; agriculture-nature study; agriculture-physiology	17
Health education; health; health work; health instruction; health habits; cleanliness; care of teeth; training for healthful living	14
Morals and manners; religious instruction; citizenship or morals and manners	4
Bookkeeping	2
Activity period	1
Supervised play	1
Latin	1
Auditorium	1

It is a unique card that does not list the subjects to be rated. One card (from Bakersfield, Calif.) was found, however, that made provision for the insertion of the names of subjects in which the pupil's work showed any deviation from the normal class standard. Such a card is reproduced together with a card from the same city on which subject matter is listed; they evidently supplement each other. A comparison may be of interest.

NAME_____

ATTENDANCE SUMMARY

MONTH	1	2	3	4	5	
SCHOOL DAYS						
DAYS ABSENT						
TIMES TARDY						

SCHOLARSHIP

The grades upon this card indicate the progress of the child as compared with the work accomplished by the other members of his class. (The standard for his grade and his ability are also taken into consideration.)

E, 95-100—Excellent or best.
G, 90-94—Good or superior.
M, 80-89—Medium or average.
F, 75-79—Fair or below average.
U, below 75—Unsatisfactory or failure.

SUBJECTS	MONTHS 1	2	3	4	5	Semester Grade
READING *						
ARITHMETIC *						
LANGUAGE *						
SPELLING *						
WRITING *						
GEOGRAPHY						
HISTORY-CIVICS						
TRAINING FOR HEALTHFUL LIVING						
AGRICULTURE-NATURE STUDY						
MUSIC						
ART						
HOUSEHOLD ARTS						
MANUAL TRAINING						
MORALS AND MANNERS						
U. S. CONSTITUTION						

U. S. Constitution required for Promotion in 8A.
*Subjects required by law to be taught 50% of school day.

No. 1. Grade report card of Bakersfield, Calif., with subject matter listed

NAME_____

ATTENDANCE SUMMARY

MONTH	1	2	3	4	5	
SCHOOL DAYS						
DAYS ABSENT						
TIMES TARDY						

Normal progress is being made in all school work, except:

First Month
Unusually good in_____
Weak in_____

Second Month
Unusually good in_____
Weak in_____

Third Month
Unusually good in_____
Weak in_____

Fourth Month
Unusually good in_____
Weak in_____

Fifth Month
Unusually good in_____
Weak in_____

No. 2. Grade report card of Bakersfield, Calif., with space provided for the insertion of subjects in which exceptional work is done

Subjects listed on primary grade cards.—Subjects listed on the 20 primary cards in order of their frequency follow. The first subject given in each group was the one most frequently used, i. e., "reading," was used more frequently than "silent reading," "oral reading," etc.

Reading; silent reading; oral reading; phonics; seat work; care of books	[2] 27
Language; spoken language; written language; composition; English; memory selections	19
Numbers; number work; arithmetic	19
Music	16
Spelling; daily lists and meanings; in general use	16
Writing	14
Drawing; art; handwork; handiwork; work with materials; painting; construction	14
Physical training; physical education; physical activities; physical culture; calisthenics	6
Health habits	2
Manual arts	1
Hygiene	1
History	1
Geography	1
Social studies	1
Civics	1
Auditorium	1

(One card listed no subjects but provided space for the writing in of the subjects taught.)

The absence of science or nature study as a subject to be rated is difficult to explain. There is no evidence of any rating for the activities of the work period. This may be due to the fact that products of the work period are rated under industrial art, number, or wherever they best classify

Subject matter listed for the unit of kindergarten-primary grades.—One of the outstanding educational tendencies is the closer integration of the work in the kindergarten and primary grades. Although this tendency is evidenced by the fact that 75 per cent of the general supervisors in city school systems maintaining kindergartens supervise the work for both kindergarten and primary grades, only one out of 10 cards sent to the Office of Education for this study was designed for use in the unit of kindergarten-primary grades. The subjects included for rating on kindergarten-primary cards and their order of popularity are the same as for the primary cards. The chief characteristic of these cards is the detail with which subject matter and phases of learning are listed. Such a detailed listing is helpful in directing pupil, teacher, and parents to sound objective data on which to base grades. A portion of a card used in Kalamazoo, Mich., shows this tendency:

[2] On the 20 cards given this subject matter analysis, a number used more than one term on a single card. This accounts for the fact that the first subject shows a numerical count of more than 20. The numbers indicate the number of times the term appeared and not the number of cards.

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SCHOOL ARTS AND SUBJECTS

1. English.
   (*a*) Literature:
      Is there a growing ability in telling of simple stories?
      Is there poem appreciation?
   (*b*) Language:
      Is there clearness and freedom when talking?
      Is there good use of English?
      Is vocabulary growing to meet needs?
      Is voice well controlled?
   (*c*) Reading:[1]
      Is there a desire to read?
      Is there ability to read?
   (*d*) Writing:[3]
      Is there interest in written expression?
      Is there ability to write?
2. Number:
   Is there interest in number?
   Is there ability to use number?
3. Industrial arts:
   Are all materials used easily and freely?
   Is there wise choice of materials?
   Is there ability to make things?
   Is work carefully done?
4. Pictorial art:
   Is drawing and painting freely and easily done?
   Are pictures meaningful?
   Is there originality?
5. Dramatic art:
   Is there dramatic feeling?
   Is there muscular control?
   Is time kept to music?
6. Music:
   Is there ability to sing?

Subject matter listed for kindergartens.—The program of the kindergarten has always been more closely integrated than the program in the elementary grades. More emphasis has been placed on behavior or social development and achievement in subject matter as such has not been required. It is quite natural, therefore, to expect greater integration of behaviors and learnings on these cards. Six of ten of the kindergarten cards list subject matter as such. Of these, the following is the order of frequency occurrence: Handwork, language, games and rhythms, singing, reading (one instance only), and the work period (one instance only). Four out of ten kindergarten cards place their entire emphasis on children's social behavior. The detail with which the items are analyzed, varies on the cards.

Comparison of subject matter listing.—On the general elementary, intermediate, and upper elementary grade cards, history and civics appear most frequently followed by language; on the primary cards reading falls first followed by language; on the cards designed specifically for kindergarten, handwork is most frequently listed followed by language. Three cards, from Schenectady, N. Y., Knoxville, Tenn., and Jersey City, N. J., allowed two lines for the writing in of special

[3] Emphasis is not placed upon these subjects in kindergarten.

interests and abilities so that parents might capitalize the interest by stimulating and supplementing it. The space allowed, however, was limited. Report cards are not issued often enough to record all classroom interests. Would it not be of mutual interest and help for parents to know that their child is learning about radio or about aviation? A child may express an individual interest while in school which he does not express at home. The working together of the school and the home makes for the best all-round development of the interests and aptitudes of the child.

No cards were found that recorded extracurricular activities or listed them for rating. Neither was a card found which allowed space for the writing in of such activities.

Music, art, nature study, dramatics, and literature all offer opportunity for appreciative and creative expression which the modern school utilizes. Mention of music appreciation and of picture study was made on two cards of the entire sampling of 126 cards studied. It might encourage the child to carry on creative work as well as inform the parent of the child's special abilities if an item of creativity or a pronounced interest be dignified by recognition on the report card.

Aside from the consideration of varying backgrounds and home environments and of nationality, individual abilities need to be considered on report cards quite as much as in the curriculum and in teaching method. Provision is made in the school for individual differences—for the child who is timid, who has a language handicap, who is a behavior problem, or who is physically not normal. Although the card on page 4 reports the strengths and weaknesses of the child in specific subjects, no card made provision for recording the information that remedial help was actually being given. It might be impractical to attempt such recording. The fact remains, however, that it is a most important factor in the school's provision for individual child development.

Use of terms denoting curriculum subjects.—Although the majority of subjects were listed on the cards by the names previously given, there were many instances in which terminology presented a problem in classification. The following list of terms shows a wide variation. The frequency of their use is also given. Although this illustration taken from the general elementary cards is, perhaps, the most exaggerated instance of variation found among the terms used for any one subject to be rated, it raises the questions of whether we are discriminating enough in the use of terms and of whether we teach what we say we are teaching.

Language	38	Written English	1
Language or grammar	15	Expression	1
English	14	Written language	1
Grammar	12	Rhetoricals	1
Literature	11	Reading and literature	1
Grammar and language	10	Memory selections	1
Composition	10	Elementary literature	1
Reading and literature	3	Language and composition	1
Oral language	2	Form of written composition	1
Oral English	1	Content of written composition	1

There were five cards which used more than one of these terms.

1. { Oral English..... } 1
   { Written English.... }
2. English.. { Language..... } 1
             { Composition... }
3. English.. { Language..... }
             { Reading and literature.... } 1
             { Spelling..... }
             { Writing..... }
4. { Oral language..... } 1
   { Written language... }
5. English.. { Language.. }
             { Writing... } 1
             { Spelling... }

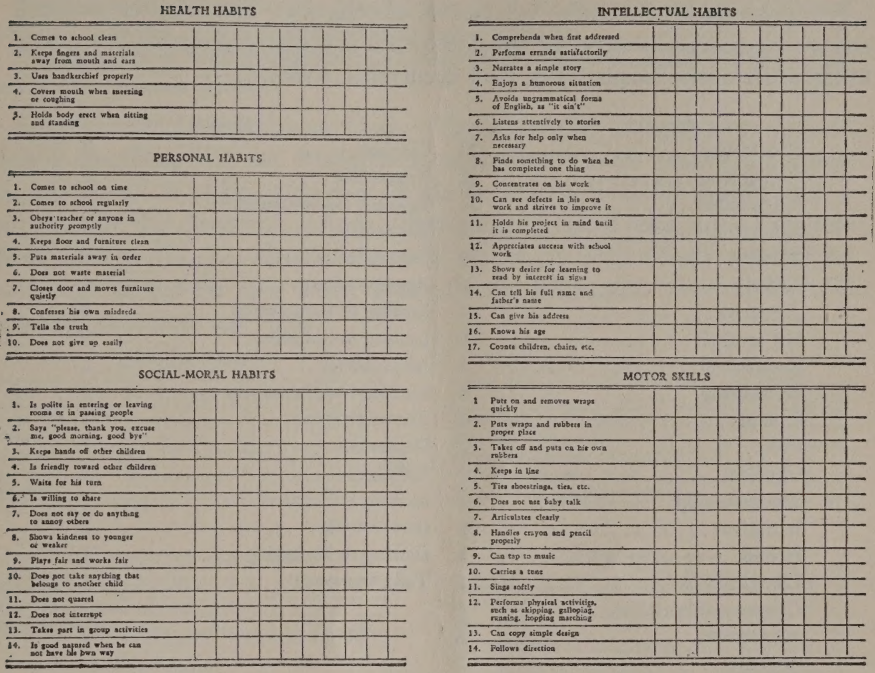
On one card from Kalamazoo, Mich., the meaning of the term was analyzed as follows:

Language:
  Group I.
    Ability to use English as shown by test.
  Group II.
    Exercising care in the use of correct English.
    Speaking distinctly in a pleasant, well-pitched voice.
    Recognizing errors and striving to correct them.
    Listening attentively.
    Reciting poems with appreciation.
    Expressing himself in writing.
    Expressing himself orally.

Listing of subject matter suggesting correlation.—On practically all of the report cards the subjects are listed separately for rating. Less than 5 per cent of all the cards give any indication of possible correlation of subject matter by the grouping of subjects for rating or by the use of one term to include two or more separate subjects, i. e., social studies to include history, geography, and civics. Such indication as there is is illustrated on pages 6, 8, 12, and 22.

RATING PUPIL BEHAVIOR

General terms used to measure behavior.—Subject matter is, after all, comparatively simple to rate in comparison with the measurement of the less tangible factor, behavior. Increasing significance is being attached to the importance of attitudes and behavior in relation to learning and in relation to social adjustments. Furthermore, behavior is being interpreted in relation to specific situations rather than being measured by one such general term as "deportment." The following habit report is an illustration:



HEALTH HABITS

1.	Comes to school clean
2.	Keeps fingers and materials away from mouth and ears
3.	Uses handkerchief properly
4.	Covers mouth when sneezing or coughing
5.	Holds body erect when sitting and standing

PERSONAL HABITS

1.	Comes to school on time
2.	Comes to school regularly
3.	Obeys teacher or anyone in authority promptly
4.	Keeps floor and furniture clean
5.	Puts materials away in order
6.	Does not waste material
7.	Closes door and moves furniture quietly
8.	Confesses his own misdeeds
9.	Tells the truth
10.	Does not give up easily

SOCIAL-MORAL HABITS

1.	Is polite in entering or leaving rooms or in passing people
2.	Says "please, thank you, excuse me, good morning, good bye"
3.	Keeps hands off other children
4.	Is friendly toward other children
5.	Waits for his turn
6.	Is willing to share
7.	Does not say or do anything to annoy others
8.	Shows kindness to younger or weaker
9.	Plays fair and works fair
10.	Does not take anything that belongs to another child
11.	Does not quarrel
12.	Does not interrupt
13.	Takes part in group activities
14.	Is good natured when he can not have his own way

INTELLECTUAL HABITS

1.	Comprehends when first addressed
2.	Performs errands satisfactorily
3.	Narrates a simple story
4.	Enjoys a humorous situation
5.	Avoids ungrammatical forms of English, as "it ain't"
6.	Listens attentively to stories
7.	Asks for help only when necessary
8.	Finds something to do when he has completed one thing
9.	Concentrates on his work
10.	Can see defects in his own work and strives to improve it
11.	Holds his project in mind until it is completed
12.	Appreciates success with school work
13.	Shows desire for learning to read by interest in signs
14.	Can tell his full name and father's name
15.	Can give his address
16.	Knows his age
17.	Counts children, chairs, etc.

MOTOR SKILLS

1.	Puts on and removes wraps quickly
2.	Puts wraps and rubbers in proper place
3.	Takes off and puts on his own rubbers
4.	Keeps in line
5.	Ties shoestrings, ties, etc.
6.	Does not use baby talk
7.	Articulates clearly
8.	Handles crayon and pencil properly
9.	Can tap to music
10.	Carries a tune
11.	Sings softly
12.	Performs physical activities, such as skipping, galloping, running, hopping marching
13.	Can copy simple design
14.	Follows direction

No. 3. Habit report for kindergartens in Belleville, Ill.

One-fifth of the cards issued for general use throughout the elementary grades report attitudes and behavior reactions by using the one term "conduct" or "deportment." One-sixth use conduct or deportment supplemented by one of the following terms: Application, interest, punctuality, habits of study, diligence, effort, or industry. One-fourth of these cards report school behaviors by listing many negative qualities to be checked with a few positive qualities. To illustrate this, the following list of qualities is quoted from a card which is in extensive use:

Wastes time; careless work; copies too much; gives up too easily; improving; inattentive; promotion in danger; capable of doing better; work falling off; grade too difficult; needs home study; work satisfactory; takes interest; inclined to mischief; nervous; whispers too much; irregular attendance; conduct good; too much tardiness; eyes weak; hearing defective.

Five cards made no mention whatsoever of behavior. The behavior qualities and working habits listed on the remaining cards in the general elementary group, in the order of the frequency of their occurrence, follow:

Positive [4]		Negative [4]	
Courteous	13	Careless	9
Cooperative	12	Inattentive	6
Responsible	11	Indolent (including lazy)	6
Industrious	9	Wasteful	6
Thrifty	7	Discourteous	4
Orderly	6	Annoys others	4
Attentive	6	Lacking in cooperation	3
Self control	6	Lacking in initiative	3
Resourceful	5	Mischievous	2
Persevering	5	Lacking in perseverance	2
Prompt	5	Too impulsive	1
Effort	5	Dependent	1
Obedient	5	Indifferent	1
Sportsmanship	4	Lacking self control	1
Initiative	3	Irresponsible	1
Honest	3	Lacking in leadership	1
Conscientious	3	Talks too much	1
Commendable attitude	3		
Application	2	Total	52
Accurate	2		
Interested	2		
Independent	1		
Enthusiastic	1		
Courageous	1		
Respectful	1		
Considerate	1		
Concentration	1		
Speed	1		
Observation	1		
Total	125		

Qualities such as observation and concentration really have little significance unless they are stated in their relation to specific situations.

By way of comparing the methods of rating behavior on the sampling of cards designed specifically for upper, intermediate, and lower grades, the following facts show the methods of rating behavior used at the various age levels within the elementary school.

Upper elementary grade cards.—One-fourth of these cards list "conduct" or "deportment" only; one-fourth list conduct or deportment and a list of negative qualities; one-half mark the children on conduct and effort only.

Intermediate grade cards.—Twenty per cent of these cards list conduct only; 20 per cent list conduct and effort; 60 per cent list from 4 to 8 positive qualities for rating.

Primary grade cards.—Forty per cent list from 4 to 16 positive qualities; 25 per cent list conduct and effort only; 20 per cent list conduct or deportment; and 15 per cent list undesirable or negative qualities only.

[4] Qualities which are neither obviously positive nor negative such as self-control, sportsmanship, and application are listed in accordance with the inference on the card.

Kindergarten-primary grade cards.—Two of the cards in this group list a number of positive qualities for checking. The other lists just deportment or conduct.

Kindergarten cards.—All of these cards give a long list of desirable or positive qualities; 20 per cent of these are given in detail.

Behavior ratings adapted to age levels.—The school that recognizes the importance of recording behavior development on its report cards usually recognizes the importance of making provision for the various age levels by issuing several cards within the elementary school. The following set of three cards from the West Orange (N. J.) schools, the only set of its kind found among the cards contributed for this study, illustrates the adaptation of behaviors and learnings to various age levels.

CITIZENSHIP

	1	2	3	Term
Co-operation				
Courtesy				
Obedience				
Industry				
Neatness				

MENTAL GROWTH

	1	2	3	Term
Adapts himself to new situations				
Finds a way of doing things				
Expresses himself clearly				
Asks intelligent questions				
Shows an interest in books and stories				

HEALTH HABITS

Keeps hands, nails, face and teeth clean				
Keeps hands and materials away from mouth				
Uses a handkerchief				

ATTENDANCE

Possible Days present to date				
Days Absent				
Times Tardy				
Early Dismissals				

No mark means satisfactory progress.
V—means improvement needed.
I—means improvement.

A-means excellent C-means fair X-means very poor
B-means good D-means poor, failure

No. 4. Kindergarten report card of West Orange, N. J., showing adaptation to early age levels

CITIZENSHIP

	1	2	3	Term
Co-operation				
Courtesy				
Obedience				
Industry				
Neatness				

SUBJECT MATTER

	1	2	3	Term
Reading				
English				
Number				
Spelling				
Handiwork				
Music				

HEALTH HABITS

Keeps hands, nails, face and teeth clean				
Keeps hands and materials away from mouth				
Uses a handkerchief				

ATTENDANCE

Possible Days present to date				
Days Absent				
Times Tardy				
Early Dismissals				

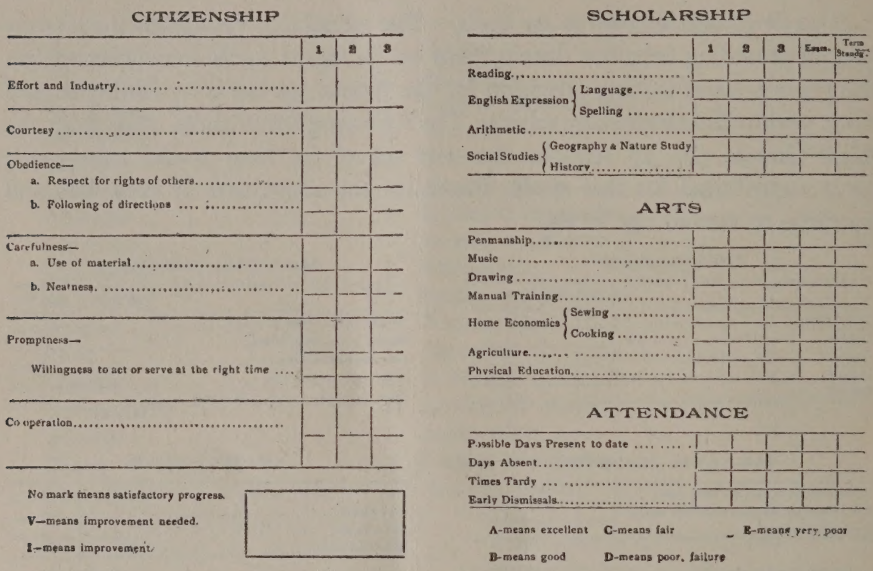
No mark means satisfactory progress.
V—means improvement needed.
I—means improvement.

A-means excellent C-means fair X-means very poor
B-means good D-means poor, failure

No. 5. Primary report card of West Orange, N. J., showing adaptation to intermediate age levels

In summary, behavior and character education receive more detailed emphasis on the kindergarten and primary grade cards than they do in the intermediate and upper grades. The questions arise: Is this a fact in actual practice? Do we expect children to have so satisfactorily formed their habits and attitudes on completion of the primary grades, that beyond this, report card space for rating them is not essential? Is one term such as "conduct" or "deportment" ever adequate to inform the parent of the types of responses which his child makes in

the many classroom situations? Another question of great importance is the psychological effect on children of carrying home a card on which there appears a long list of misbehaviors, whether they be checked or not.



CITIZENSHIP

	1	2	3
Effort and Industry			
Courtesy			
Obedience—			
a. Respect for rights of others			
b. Following of directions			
Carefulness—			
a. Use of material			
b. Neatness			
Promptness—			
Willingness to act or serve at the right time			
Co operation			

No mark means satisfactory progress.
V—means improvement needed.
I—means improvement.

SCHOLARSHIP

	1	2	3	Exam.	Term Standing
Reading					
English Expression { Language					
English Expression { Spelling					
Arithmetic					
Social Studies { Geography & Nature Study					
Social Studies { History					

ARTS

Penmanship					
Music					
Drawing					
Manual Training					
Home Economics { Sewing					
Home Economics { Cooking					
Agriculture					
Physical Education					

ATTENDANCE

Possible Days Present to date					
Days Absent					
Times Tardy					
Early Dismissals					

A-means excellent C-means fair E-means very poor
B-means good D-means poor, failure

No. 6. Elementary grade report card, West Orange, N. J., showing adaptation to later age levels

METHOD OF RATING

The rating devices used on the sampling of 126 cards with their frequency of occurrence follow:

	Cards	Per cent
A, B, C, D, E	58	46.03
Excellent, good, medium, poor, failing	31	24.60
100, 90, 80, etc	19	15.08
Above average, average, below average	4	3.18
Satisfactory and unsatisfactory	3	2.38
Not indicated	11	8.73
Total	126	100.00

There are slight variations, i. e., some cards use plus and minus signs with numerals or letters; some, "superior" instead of "excellent," etc. Where equivalents were given the first method of rating was taken for the tabulation.

The same types of marking codes are used for the lower grades as are used for the upper grades. One might expect that numerical rating would be used for the upper elementary grades and "satisfactory" and "unsatisfactory" or similar less detailed terms used in the kindergarten and lower elementary grades. Furthermore, the ratio of use for the symbols of rating is the same for the cards designed for the different age groups. There is no significant relationship between the symbols used for rating and the type of school program as indicated by the subject matter and behaviors listed for rating on the report card.

The following card uses a somewhat unique method of rating:

BANDON CITY SCHOOLS

PRIMARY DEPARTMENT

SIX WEEKS REPORT OF

.....

For the period ending....., 192..

Days taught..... Days present.....

Times tardy..... Times truant.....

Subjects	Right side			Wrong side		Remarks
	Excellent	Good	Fair	Weak	Poor	
Conduct						
Care of books						
Effort						
Health habits						
Reading						
Phonics						
Spelling						
Numbers						
Language						
Writing						
Music						
Art						
.....						
.....						

The Home and the School Should Cooperate for the Good of the Child

It is important that the teacher should be fully informed as to the child's physical condition, life outside of school, and previous history. Parents are invited to confer with teachers or the principal.

.....*Teacher.*

No. 7. Primary report card of Bandon, Oreg., indicating unique method of rating

Of the 126 cards analyzed, three related the child's progress either to the norms of standard achievement tests or to the average progress of the children in his grade. The reason for not giving scores from intelligence tests is obvious but parents would be vitally interested in seeing where their children stand in relation to the standard and local grade norms on *achievement* tests. Apparently where standardized tests are used to measure subject matter accomplishment and to aid grade classification, the results are generally incorporated in the regular marks

Standard test results have a three-fold use—the relating of achievement to individual ability, to grade-group progress, and to standard norms. No card was found that reported pupil growth in relation to all three—to that of the group, in relation to available standard norms, *and* in relation to his individual capacity.

One card from Patterson, La., gave standardized test results, one from Bridgewater, S. Dak., related individual achievements to grade progress (not on the basis of standardized tests), and one from Etowah, Tenn., graphed an individual summary of achievement (not on the basis of standardized tests). These cards follow:

REPORT ON STUDIES

Elementary Studies	1	2	3	Exam.	Sem.	4	5	6	Exam.	Sem.	Final
Reading											
Penmanship											
Spelling											
Arithmetic											
Language											
Geography											
His. and Civics											
Hyg. and H'th											
Music											
Art											
High School Studies	1	2	3	Exam.	Sem.	4	5	6	Exam.	Sem.	Final
English											
Mathematics											
History											
Science											
For. Language											
Home Ecs.											
Agriculture											
Commerce											
(List Subjects)											

REPORT ON ATTENDANCE

	1	2	3	4	5	6
Days Present						
Days Absent						
Times Tardy						

REPORT ON STANDARD ACHIEVEMENT TESTS

Subject	Score	Grade Norm.	Class Score	Parish Score	Date

NEEDED IMPROVEMENT

Better school work would probably follow if attention were given to the matters checked below:

	1	2	3	4	5	6
Home Study						
Study habits						
Effort						
Accuracy in work						
Attention in class						
Orderliness						
Promptness						
Courtesy						
Honesty in school work						
Attendance						
Health habits						
Conduct						
Recreation						

If the pupil is failing in one or more subjects, indicate the probable cause by checking with the letter F.

No. 8. Grade report card of Patterson, La., including a record of standard achievement tests

GRADE	1st 6 weeks	2nd 6 weeks	3rd 6 weeks	4th 6 weeks	5th 6 weeks	6th 6 weeks	Yearly Grade
Deportment							
Arithmetic							
Civics							
Drawing							
Geography							
History							
Language							
Grammar							
Music							
Physiology							
Reading							
Spelling							
Writing							
Effort							
Days present							
Days absent							
Times tardy							

MARKS: 96-100—Excellent; 91-95—Very Good;
81-90—Good 75-80—Fair; Below 75, Failed

Summary of Pupil's Own Rating	1st 6 weeks	2nd 6 weeks	3rd 6 weeks	4th 6 weeks	5th 6 weeks	6th 6 weeks
Age						
Height						
Weight						
Standard weight						
Have I done my best						
Improvement						
Habits						
1 Speaking out						
2 Impudence						
3 Careless						
4 Lack of co-op						
5						
6						

RELATION OF CHILD TO GRADE

ABOVE						
AVERAGE						
BELOW						

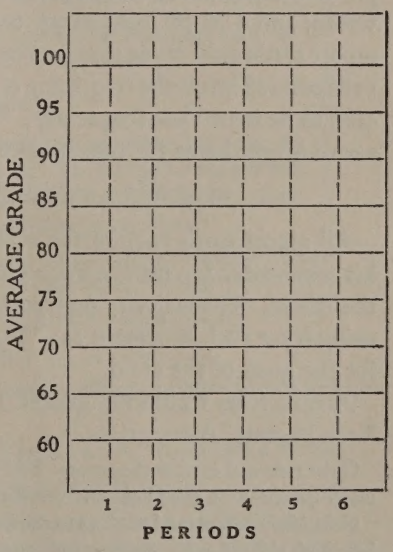
No. 9. Grade report card of Bridgewater, S. Dak., relating individual achievement and grade progress

ATTITUDE TOWARD WORK

X Denotes Item to Which Attention Is Called.

	PERIODS 1	2	3	4	5	6	YR. AV.
Industrious							
Dependable							
Work Commendable							
Work Satisfactory							
Work Unsatisfactory							
Wastes Time							
Can Do Better							
Indifferent							
Days Present							
Days Absent							
Times Tardy							
Deportment							
SUBJECTS							
Reading							
Spelling							
English							
Arithmetic							
Nature Study							
Geography							
Hygiene							
History							
Civics							
Penmanship							
Drawing							
Music							
Weight							
Normal Weight							
Class Average							

AVERAGE PROGRESS CHART



SCALE OF GRADING

95-100 A, 85-95 B, 75-85 C, 65-75 D. Below 65, condition or failure. Average passing grade 75.

No. 10. Grade report card of Etowah, Tenn., providing for a graphing of individual achievement

To what extent report cards can indicate the instructional provision made to care for individual differences is a question. The grades A, B, C, etc., and 100, 90, 80, etc., are usually given on a basis of class standing. This does not give the parent an idea as to whether or not the class is accelerated or slow in relation to local standards or to standard achievement scores. For instance, no card was found that gave the marks "A_1," "A_2," or "A_3," depending upon the group within a grade or half grade in which the "A" is earned—accelerated, average, or slow-moving. Furthermore, the average report card does not tell the parent whether his child is working at his maximum capacity, a factor of achievement considered most essential by the progressive school.

Different colored cards are used in a few cities to denote the quality of work done, i. e., a blue card for excellent work, brown for very good, etc. The psychological effect on a child of having his classmates see the color of his card is something to be considered.

A card from North Sanpete, Utah, allowed space for the writing in of specific suggestions for improving scholarship. This card provides a space for checking the following items: Accuracy; appearance of work; attention in class; conduct; effort; habits of study; health habits; home study; self control, in addition to subject matter.

FREQUENCY OF ISSUE

The frequency of issue of all cards in the elementary grades as shown by the sampling of the 126 cards is as follows: 50.79 per cent every six weeks; 22.22 per cent every month; 16.68 per cent four times a year; 4.76 per cent every five weeks; and 4.76 per cent every two months; 0.79 per cent of the cities issue report cards only three times a year. The amount of detail on the card seemed to have no effect on the frequency of issue although one would expect the detailed card to be issued less frequently. There is no difference in the number of times a card is sent home for the children in the lower and upper grades.

COOPERATION OF SCHOOL AND HOME

All report cards require the signature of the parent; none provide space for his comments. On many cards a cordial invitation is extended to parents to visit the school. The majority urge cooperation between the home and the school by using some such statement as: "The home and the school should work together for the good of the child."

A card from California quoted the following statements issued by the New York Parents' Association:

Quiet rests and soothes the nerves. Every child is entitled to a place in which to study free from interruptions, with good light and ventilation.

Criticism of schools and teachers to children may result in contempt for school authority. Always hear both sides of every question and consult with teachers before reaching conclusions.

Interest in your children's work and play will stimulate their interest. Keep yourself posted on school work, athletics, and other activities.

Happy schools make happy children. School is a desirable place. Make your children feel that study is pleasant, not painful drudgery.

Visit your children's schools frequently, particularly during public school week, that you may have a better understanding of your children's problems.

Several cards were found which might add to the general gloom of report card time by stating in a note to parents that the card is issued for their benefit and that if they fail to profit by it, the work involved has been wasted effort.

The card in general elementary use in five of the cities represented by the sampling of cards, asked the parent to report home activities. The following card from Manhattan, Kans., is one of these.

REPORT OF HOME ACTIVITIES BY PARENT

Books read							
Letters written							
Hours worked							
Money earned							
Money saved							
Evenings at home							
Care of teeth							
Care of clothing							
Health							
Manners							
Obedience, prompt							
Habits of kindness							
Habits of industry							
Are the rules of the health game observed							

Parents please mark the first six with the number; the remainder with "E" for excellent, "G" for good, "M" for medium, "P" for poor.

TO PARENTS

The worth of the child can not be measured in grades alone. The home life of the child is an important part of the whole life. The teacher's judgment will be a much better one if the home will cooperate. Parents are asked to carefully consider and mark "Reports of home activities" as indicated.

No. 11. Grade report card of Manhattan, Kans., reporting home activities

This card also made the following appeal for parent cooperation:

TO THE PARENTS

Your parent-teacher association holds its meetings monthly. You are urged to become a member and to attend the meetings regularly.

The following is taken from a Kalamazoo (Mich.) card, rating home duties:

HEALTH AND HOME REPORT

All facts asked for in this section will be helpful to the school. It is hoped that parents will fill this out as completely as possible. This part need not be marked the second semester unless there is some change.

1. At what time does he arise in the morning?
2. At what time does he go to bed?
3. Does he eat his breakfast?
4. Does he drink coffee or tea?

5. Does he sleep with his window open?
6. Is he regular in habits of intestinal elimination?
7. Are there physical defects that would retard his progress, such as headache, toothache, earache, etc.
8. Does he seem to enjoy school?
9. Does he worry over school?
10. What subjects seem most difficult?

Another card from Texas (the city not indicated) was decidedly unique in that it provided space for the marking each month of the following home duties: Canning, care of stock, care of poultry, cooking, dusting, gardening, general farm work, ironing, milking, providing fuel, sewing, sweeping, washing dishes, special work.

It is interesting to note that 6 per cent of all the cards either gave the child's height and weight or named a few health rules as suggestive to the child and his parents. The following section of a card from Ilion, N. Y., is an illustration.

HEALTH EDUCATION

Object—To make health habits automatic through education thereby adding years to the lives of the coming generation and increasing the sum total of their efficiency and happiness by the training they receive to-day.

	First quarter	Second quarter	Third quarter	Fourth quarter	Average
I. Personal appearance					
1 Neatness of dress					
Clothing repaired					
Clothing clean					
Shoes clean					
2 Neatness of person					
Face clean					
Hands clean					
Nails clean					
Teeth clean					
Hair brushed					
II. Housekeeping					
Neatness of desk					
Neatness of floor					
Order of cloak room					
Care of books					
III. Posture					
Standing					
Sitting					
Walking					
IV. Height					
V. Weight					
VI. Weight should be					
Average					
Every child should have daily—					
(*a*) 1 pint to 1 quart milk, 1 cooked cereal, fruit					
(*b*) A glass of water before breakfast					
(*c*) An early bedtime					
(*d*) Teeth brushed					
(*e*) Vegetables—one of these: A green or leafy vegetable					

No. 12. General elementary card of Ilion, N. Y., including a health record.

SUMMARY

That an idea might be gained as to the number of cards which show some evidence of the newer educational tendencies, as summarized on page 20, a comparison was made of the formal and traditional type with those indicating progressive tendencies. The ratio for the entire group is approximately 4 to 1 in favor of the traditional type. The kindergarten and kindergarten-primary cards show the greatest evidence of the newer tendencies—the ratio in this group being 4 to 1 in favor of the newer tendencies in contrast to the ratio 5 to 1 in favor of the traditional type in the upper elementary and general elementary cards.

Although many teachers of young children prefer the individual personal letter to a report form, it seems desirable to have a uniform record to supplement the personal letter. Neither personal letter nor formal report card can replace the conference between teacher and parents; they should supplement each other. It would seem a solution of many difficulties to have two report cards; one, a very simple one to be carried home by the child for his own satisfaction, and the other, a confidential report from teacher to parents to be sent through the mail.

The report card if properly functioning should build in the child a sense of security. His accomplishment, although apparently small, should be recognized. One success is the basis for building further successes just as one failure too often results in a sequence of failures. Since a life situation at any age level is rated by individuals or public opinion, the earlier a child learns to accept criticism or evaluation, the better he is equipped for living. That this receptive attitude be constructively established, the necessity for fair evaluation is obvious. A number of studies have indicated the high variability of teachers' marks. There may be within a single elementary school, a wide range not only in the standards of attainment but in the standards for rating these attainments. A child's morals may be positively or negatively affected by receiving each month over a period of years marks which are consistently good, marks which are consistently poor, marks which vary, marks which are good when he knows that he has not put forth his maximum effort, and marks which are discouraging when he has done his very best. From time to time there has been discussion as to the value of giving marks at all.

Since, however, the keeping of records is still considered an essential administrative device in the average school system, the present problem would seem to be a continued effort in the making of a report card which best portrays modern educational practice. The maker of this report card must realize that education is not only a matter of accumulated knowledge and skills in using the tools of subject matter, but it is a question of making social adjustments, thinking clearly, facing facts fearlessly, and making judgments based on weighed evidence. In other words, learning is not merely a matter of achieving the skill or information desired in the lesson immediately at hand. Learning includes the experiences which the lesson offers and which develop many associated ideas and enthusiasm for new efforts. Furthermore, there are many other types of development which go hand in hand with the lesson in arithmetic or written composition, for example, self-confidence, recognition of the abilities of others, etc. These phases of development are, perhaps, of greatest importance since they determine one's attitudes toward himself, toward other members of the class, and toward the subjects

which one is learning. In addition, these learnings help materially to establish standards and ideals which are reflected in a child's whole outlook on life and his attack upon its many and varied problems.

The report card, then, should offer a practical method (1) of offering constructive and suggestive help to the parent, the child, and the teacher; (2) of rating all phases of growth and development, e. g., social, physical, emotional, intellectual; (3) of administration so that too much time in marking is not expected from a teacher.

The construction of a report card will, of course, be a matter of experimentation. To bring together some of the factors to be considered, certain objectives observed in modern curricula which might be expressed on report cards are summarized as follows:

I. *Correlation of subject matter.*—The integration of subjects of the curriculum is quite generally accepted as a preferred method of teaching. In classroom practice the integration or correlation of subject matter takes the form of (1) teaching by units of work, i. e., teaching two or more of the so-called "school subjects" under one main topic of interest such as "transportation"; and (2) unifying several subjects under one heading, i. e., using terms such as "social science" or "social studies" to include such work as history, geography, and civics. Following this objective the rating of pupil achievement in subject matter could be supplemented by listing the centers of interest around which classroom work has been organized. This would allow for a continuation of the interest at home.

II. *Recognition of individual differences.*—Individual differences are concerned with the pupil's 3-fold adjustment—physical, social, and intellectual. The help given at home and in the school to the child who requires special attention should be consistent if the desired results are to be obtained. Where personal conferences are impossible, the report card might aid in the securing of uniform treatment.

III. *Appeal to children's interests.*—School programs are developing subject matter through experience situations rather than by the teaching of isolated facts. Space could be provided on report cards for statements of the interests around which class work has been organized. Parents are often enlightened to the special interests and abilities of their children.

IV. *Behavior development.*—In the past little consideration has been given to the importance of behavior development and to the effect of habits and attitudes upon effective learning. The inadequate terms "conduct" and "deportment" have been used to rate a pupil's social, physical, and intellectual behavior. These terms could be supplemented by statements which analyze behaviors and relate them to specific situations or space be allowed for the writing in of individual behavior characteristics.

V. *Use of standardized achievement tests.*—Two factors of learning are primarily involved: (1) The importance of speed as well as comprehension; (2) individual achievement as related to the progress of the group, to standard norms, and to individual capacity. His rate of progress, as well as his actual achievements, needs to be considered. The wisdom of giving parents all or part of test results must be considered. Two report cards may be necessary, one for the child to carry home for his own satisfaction, and the other, a confidential report, either to be mailed to the parents or to be used in conference with them.

VI. *Recognition of extracurricular activities.*—Individual pupil interests and abilities and such character traits as initiative and perseverance expressed through any form of out-of-school activities are of significant interest to both teachers and parents and might well appear on the report card.

VII. *Encouragement of appreciative and creative expression.*—Such activities as art, music, and literature afford special opportunities for creative and appreciative expression in the classroom. These newer aspects of subject matter treatment could be listed or briefly described on report cards.

VIII. *Cooperation of school and home.*—An understanding relationship between teacher and parents is essential for effective school work. Space on the report cards for parents' comments as well as signatures would be one means of establishing such contact. Since the purpose of the report card is to render a service to parents, valuable help can be obtained from parents in the actual building and evaluating of a new report card through conference and in parent-teacher meetings.

APPENDIX

The following cards illustrate types of those which are in actual use and have been found practical to administer. They are offered as suggestive.

HABITS, ATTITUDES, AND SKILLS—DESIRED GOALS

I. HEALTH HABITS, HYGIENE	Remarks	Average 1 S.	Average 2 S.
Sits, stands, and walks correctly			
Habits of personal cleanliness			
Habits of good housekeeping			
Habits of eating, sleeping, and resting			
Power to relax			
II. SOCIAL ATTITUDES			
a As member of group:			
Ability to work and play with others			
Ability to give and take criticism			
Courteous—obedient to law			
Intelligent participant, cooperative			
b. Leader of group:			
Democratic, not tyrannical			
Dependable, not irresponsible			
Holds to purpose			
III. MENTAL ATTITUDES, SKILLS			
Independence, initiative, conviction			
Ability to attack problems and meet emergencies—resourceful			
Works to maximum ability			
Normal attitude toward organized play—games. Dramatic participation—imagination			

TYPES OF EXPRESSION—DESIRED GOALS

I. LANGUAGE, READING READINESS	Remarks	Average 1 S.	Average 2 S.
a. Oral expression:			
Distinct enunciation, clear tones			
Correct pronunciation			
Use of good English			
Growing vocabulary			
Narration—concise and definite			
b. Literature:			
Literary experience			
Proper use and care of books			
Oral and dramatic participation			
Picture appreciation			
Simple story construction			
II. MUSIC			
a. Singing:			
Clear light head tones			
Clear enunciation			
Ability to carry the tune			
Interest—active participation			
b. Rhythm:			
Spontaneous activities—skip, run, etc			
Interpretive expression			
c. Music appreciation:			
Ability to distinguish difference in time and melody			
Ability to recognize at least three standard musical selections			
Respectful attention and response to music appeal			

No. 13. Kindergarten card of Louisville, Ky., stating goals and making some provision for the insertion of remarks

Address.....

Name.....

CITIZENSHIP

Habits and Attitudes Desirable for Good Citizenship	Periods 1	2	3
I. Obedience..... Willingness to follow directions: respect for law and order.			
II. Dependableness..... Honesty; keeping of promises; promptness; loyalty, willingness to cooperate; self-control.			
III. Courtesy..... Courtesy to associates and to teachers; respect for rights of others; fair play; cheerfulness.			
IV. Cleanliness..... Of person; of clothes; of behavior; of speech.			
V. Thrift..... Respect for property; care of books, furniture, and building; care of own property; consideration for the property of others; recognition of the value of time.			

A cross (x) shows that your cooperation is desired

	Periods 1	2	3
1. Lack of effort.....			
II. Need of Encouragement.....			
III. Not Attentive.....			
IV. Lack of Independence.....			
V. Promotion in Danger.....			
VI. Physical Condition.....			

The items noted above are very essential. Your attention is called to those marked with a cross (x).

SCHOLARSHIP

The grades on this card indicate the progress of the child as compared with the normal standard of work required for the class. This card is for 4th to 6th grades

Studies	Periods 1	2	3
Arithmetic.....			
Reading.....			
English Expression			
Language.....			
Penmanship.....			
Spelling.....			
Social Studies			
Geography.....			
History.....			
Civics.....			
Music.....			
Art.....			
Manual Training or Sewing.....			
Physical Education			
Hygiene.....			
Playground Activities.....			

"E," 90-100; "G" 80-89; "P," 70-79; "F," below 70. Passing grade is 70.

Attendance	Periods 1	2	3
Days Absent.....			
Times Tardy.....			

Consultation hours:
For Principal.....

For Teacher.....

No. 14. Intermediate grade card of El Paso, Tex., defining citizenship qualities

Growth in Good Citizenship

I. Neatness and Orderliness.
- 1. Keep books and materials in good condition.
- 2. Gets and puts away materials in good condition.
- 3. Prepares all work neatly.

II. Promptness.
- 1. Responds to directions immediately.
- 2. Gets and puts away materials promptly.
- 3. Is in the right place at the right time

III. Self-control and Obedience.
- 1. Does not molest others.
- 2. Obeys those in authority courteously.
- 3. Obeys the rules made by the group

IV. Courtesy.
- 1. Pays attention when others are talking and does not interrupt.
- 2. Speaks and acts in a polite manner.

V. Perseverance
- 1. Works to his maximun ability.

VI. Attention

VII. Interest in work.

VIII. Thrift.
- 1. Uses time to good advantage.
- 2. Does not waste paper, pencils or materials.

IX. Health Habits.
- 1 Sits, stands and walks correctly.
- 2. Keeps hands and materials away from mouth.
- 3. Keeps face, hands, nails and teeth clean.
- 4. Breathes correctly and with mouth closed.
- 5. Uses a handkerchief correctly.

X. Height.

Normal Weight.

Actual Weight.

Percent. { over / under } Weight.

Parent's Signature

1st Period	
2nd Period	
3rd Period	

(over)

No. 15. Kindergarten-primary card of Terre Haute, Ind., providing space for the recording of growth in good citizenship as well as scholarship

L111 .A3L43 v.42
Leaflet.
Princeton Theological Seminary–Speer Library
1 1012 00002 3491

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